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*A Practical Guide for Authors in Their Relations with Publishers and Printers.*  
By WILLIAM STONE BOOTH. Boston and New York: Houghton, Mifflin & Co., 1907. Pp. 180. \$0.50.

## LATIN AND GREEK

*Helps to the Reading of Classical Latin Poetry.* By LEON JOSIAH RICHARDSON.  
Boston: Ginn & Co., 1907. Pp. 66. \$0.50.

*A First Latin Book.* By WILLIAM GARDNER HALE. Chicago and Boston: Atkinson, Mentzer & Grover, 1907. Pp. xvi+354.

## FRENCH

*Through France and The French Syntax: A Book of French Composition.* By ROBERT LOUIS SANDERSON. New York: Silver, Burdett & Co., 1906. Pp. xiii+153. With colored map. \$0.65.

*A Scientific French Reader.* With Notes and Vocabulary. Compiled by FRANCIS HAROLD DIKE. New York: Silver, Burdett & Co. Pp. 334. Illustrated. \$1.

## GERMAN

*Goethe's Faust: Erster Teil.* Edited, with Introduction and Commentary, by JULIUS GOEBEL. New York: Henry Holt & Co., 1907. Pp. lxi+384.

## SCIENCE

*A Guide for Laboratory and Field Work in Zoölogy.* By HENRY R. LINVILLE and HENRY A. KELLY. Boston: Ginn & Co., 1906. Pp. 104. \$0.35.

*Exercises in Chemistry.* By WILLIAM MCPHERSON and WILLIAM E. HENDERSON. Boston: Ginn & Co., 1906. Pp. 69. Illustrated. \$0.40.

*From Trail to Railway through the Appalachians.* By ALBERT PERRY BRIGHAM. Boston: Ginn & Co., 1907. Maps and Illustrations. Pp. 186. \$0.50.

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NOTES AND NEWS

Mr. George Herbert Locke, formerly editor of the *School Review* and dean of the School of Education of the University of Chicago, and now with Messrs. Ginn & Company, has accepted a call to the deanship of the Teacher's College of McGill University.

Dr. A. Ross Hill, who has been dean of the Teacher's College of the State University of Missouri, has accepted a call to the deanship of the Schools of Arts and Sciences in Cornell University.

The following notes from the Boston schools constitute the first instalment of a series which the *School Review* hopes to publish from the schools of the leading cities of the country. It is hoped in this way to make concrete some phases of the evolution of the public schools in our great municipalities.

Boston maintains seven special classes for mentally defective children. This year there has been appointed an official, called the medical inspector of special classes, who gives attention to the examination of backward children for the purpose of determining whether they may be more properly assigned

to the special classes. The number of children in a special class is limited to fifteen. The course of study in these classes is very materially modified and includes a very large amount of manual training.

For many years the course of study in the high schools of Boston has been entirely elective. During the present year this freedom of electives has been considerably modified. Under the new course of study a diploma is awarded to pupils who have won 76 points. The amount of work represented by one period a week for one year in any study counts as one point toward winning a diploma. The points offered for a diploma must include 6 points in physical training, 1 point in hygiene, 3 points in choral practice, at least 13 points in English, at least 7 points in one foreign language or in phonography and typewriting, at least 4 points in mathematics or in bookkeeping, at least 3 points in history, at least 3 points in science, not more than 15 points for drawing. Household science and arts, manual training and music combined are allowed to count toward a diploma.

The departments of drawing and manual training in the Boston public schools have been maintained for many years as separate departments. Beginning with last September, they were combined into one department under the directorship of Mr. Walter Sargent, who was for many years director of manual arts in the state of Massachusetts. Mr. Frank M. Leavitt, formerly principal of the manual training schools, has become assistant director of the department of drawing and manual training.

Last September the Boston School Committee passed regulations providing for the establishment of disciplinary classes in which the attempt will be made to take care of boys who would otherwise need to be sent to the school for truants known as the Parental School. One such class has been established, and it has met with great success. It has been placed in charge of a superior teacher, and all the boys assigned thereto have been doing excellent work. These classes will undoubtedly be increased in number as the needs demand.

The method of appointing substitutes in the Boston public schools has been radically revised during the present school year. Hitherto the principals of schools have found their own substitutes. This necessitated a good deal of absence from their regular work. Under the new system, the appointment of substitutes is placed in charge of a supervisor who has a central office connected by telephone with all the districts. When a teacher is absent, notice is sent at once to the supervisor of substitutes, and a suitable substitute is sent to the school in question. During school hours this supervisor visits these substitutes, rendering them all possible assistance.

Next September the Boston Normal School will, for the first time in its existence, be placed in a suitable building. The Normal-Latin School group of buildings is just being completed at an expenditure of nearly a million dollars. This group will house the Normal School, the Girls' Latin School, and the High School of Commerce.

The Board of Superintendents of the Boston public schools has recommended the establishment of a Girls' High School of Practical Arts to be opened in September, 1907. The success of the High School of Commerce, established last fall for boys, has increased the belief that similar provision should be made for girls, and the recommendation of this High School of Practical Arts is the result.

From 1818 to 1906 the Boston schools have been organized into primary and grammar schools, the primary schools including the first three grades and the grammar schools the six other grades. Promotion from the primary to the grammar schools was made by the Board of Superintendents, and teachers could not be transferred from one of these schools to the other without special permission in each case being granted by the School Committee. Under the new administration, which went into effect January 1, 1906, these distinctions have been discontinued, and the elementary schools have been organized into one group running from the first through to the eighth grade. This reorganization will materially improve the efficiency of the schools.

Boston has recently adopted a new system of high-school organization whereby in each school there will be six heads of departments. Hitherto all teachers in high schools were of equal rank. The maximum annual salary of the man who becomes head of a department will be \$3,204.

Boston has for many years had nine grades instead of eight in the elementary schools. Last September the School Committee voted to reduce the number of grades to eight. The Board of Superintendents has, during the year, prepared a revision of the course of study, and the schools are now in process of being changed from the nine- to the eight-grade basis.

During the last school year Boston has established a system of leaves of absence on half-pay for teachers who desire to study and travel. Any teacher who has completed seven years of service in the public schools of Boston may, on the recommendation of the superintendent, be granted leave of absence on half-pay for a period not exceeding one year. During this year the teacher must make such reports as the superintendent may require. A teacher taking this leave of absence shall file with the secretary of the board an agreement in writing, binding the teacher to remain in the service of the board for three years after the expiration of such leave of absence, or, in case of resignation within said three years, to refund to the board such proportion of the amount paid him for the time included in the leave of absence as the unexpired portion of said three years may bear to the entire three years. The provisions of this agreement do not apply to resignation on account of ill-health, with the consent of the board, nor to resignation at the request of the board. After twenty-one years of service in the public schools of this city a similar leave of absence, not exceeding one year on half-pay, may be granted for the purpose of rest. This regulation has been in operation since

September 1, 1906, and many teachers have already taken advantage of its liberal provisions.

Boston has adopted a merit system of appointment of teachers. All persons desiring employment in the public schools of the city of Boston must be examined by the Board of Superintendents, and those who obtain certificates are rated by the board in the order of their merit. Appointments are limited to the highest three on the proper eligible list. Forty per cent. of the rating is determined by the length, character, and quality of the teaching experience, and 60 per cent. is based upon the scholastic attainments as shown by the examination. This system has completely removed political influence in the question of appointments.

The investigation by the Board of superintendents of the public schools of Boston disclosed the following facts with reference to the actual number of pupils in attendance in the elementary schools during the year 1906:

NUMBER OF PUPILS TO A TEACHER, 1906

Cities in Order of Their Population	Maximum by Rule	Actual Average Number
New York.....	50	43.0
Chicago.....	48	46.8
Philadelphia.....	40	45.0
St. Louis.....	50 in upper grades 55 in lower grades	45.0
Boston.....	50	49.7
Baltimore.....	42 in first grade No regulation	43.7 in first grade 39.0 grammar 47.0 primary
Cleveland.....	45	42.0
Buffalo.....	45	40.0 grammar 45.0 primary
Cincinnati.....	40	38.0 grammar 39.0 primary
Worcester.....	48	40.0 grammar 45.0 primary
Fall River.....	No regulation	35.0 grammar 30.0 primary
Lowell.....	60 (permitted)	36.0 grammar 37.0 primary
Cambridge.....	No regulation	40.5 grammar 42.6 primary
Lynn.....	No regulation	41.0 grammar 36.0 primary
Lawrence.....	No regulation	35.5
New Bedford.....	No regulation	40.0 grammar 43.0 primary
Springfield.....	40	38.0
Somerville.....	No regulation	45.0 grammar 46.2 primary

As a result thereof the School Committee has adopted a regulation providing for the gradual reduction in the number of pupils assigned to each teacher from 50 to 44 in grades above the first. The present regulation of 42 in the first grade remains.

## ADVANCE PROGRAMMES OF THE NATIONAL EDUCATIONAL ASSOCIATION

The following programmes are subject to additions and changes as late as June 20, when the final edition of the Official Programme will be printed for use at the Los Angeles convention:

The Annual Meeting of the Board of Directors will occur on Monday, July 8, at 11:00 A. M.

The meetings of Active Members of the several states to nominate candidates for appointment on the Committee on Nominations, in accordance with By-Law No. 1, will occur at 5:30 P. M., July 8, at their respective state headquarters or at places named in the final edition of the Official Programme.

The Annual Meeting of Active Members for the election of officers, and for other business, will occur at 12 M., Wednesday, July 10.

### GENERAL SESSIONS

All General Sessions will be held in the Temple Auditorium.

#### MONDAY AFTERNOON, JULY 8

Music and Prayer—

Address of Welcome—Rev. Robert J. Burdette, Pasadena, Cal.

Response—Hon. W. T. Harris, Washington, D. C.

1. President's Address—How Can the School Aid the Peace Movement, Nathan C. Schaeffer, State Superintendent of Public Instruction, Harrisburg, Pa., President of the National Educational Association.
2. Education and Democracy, A. B. Storms, President of Iowa State College, Ames, Ia.

Appointment of Committee on Resolutions.

#### TUESDAY EVENING, JULY 9

Prayer.

1. Greeting from a Sister Republic, Senor Justo Sierra, Minister Public Instruction, Mexico.
2. The Personality of the Teacher, Rt. Rev. T. J. Conaty, Bishop of Los Angeles.
3. The School in its Economic Relations, W. O. Thompson, President of Ohio State University, Columbus, O.

Discussion.

Appointment of Committee on Nominations.

#### WEDNESDAY EVENING, JULY 10

Prayer.

1. Shall Teachers' Salaries be Graded on Merit or by the Clock—E. G. Cooley, Superintendent of City Schools, Chicago, Ill.
  2. Teachers' Pensions and Annuities—Chas. H. Keyes, Superintendent of South District Schools, Hartford, Conn.
  3. Other Forms of Compensation for Teachers—George W. Nash, President State Normal and Industrial School, Aberdeen, S. D.
- Discussion—Alex. Hogg, Superintendent of City Schools, Fort Worth, Tex.

#### THURSDAY EVENING, JULY 11

Prayer.

1. School for Defectives in Connection with the Public Schools—C. G. Pearse, Superintendent of City Schools, Milwaukee, Wis.

2. The School and the Library—J. W. Olsen, State Superintendent of Public Instruction, St. Paul, Minn.
3. The School and Women's Organizations—To be supplied.  
Discussion.

## FRIDAY AFTERNOON, JULY 12

Prayer.

1. Address, "Call Nothing Common"—Benjamin Ide Wheeler, President of State University, Berkeley, Cal.
2. A Significant Lack of Educational Terminology—Professor John Adams, University College, London, England.  
Report of Committee on Resolutions.  
Closing Exercises.

## DEPARTMENT OF ELEMENTARY EDUCATION

President, Mrs. Alice Woodworth Cooley, Grand Forks, N. D.

Vice-President, Clarence F. Carroll, Rochester, N. Y.

Secretary, Mrs. Josephine W. Heermans, Kansas City, Mo.

## WEDNESDAY MORNING, JULY 10

Topic: Potent Factors in Teaching Oral Reading and Oral Language.

- a) The Use of Story and Poem—Henry Suzzallo, Department of Education, Stanford University, Cal.

Discussion of Story Telling—Miss Emma C. Davis, Supervisor of Primary Schools, Cleveland, Ohio.

- b) Dramatizing—Thos. C. Blaisdell, Department of English, State Agricultural College, Mich.

- c) Conduct of Daily Recitations in Geography and History—(Speaker to be supplied.)

- d) Expression by Hand—I. C. McNeil, Superintendent of Public Schools, Memphis, Tenn.

General Discussion led by John S. Welch, Supervisor of Grammar Grades, Public Schools, Salt Lake City, Utah.

## FRIDAY MORNING, JULY 12

Topic: Geography and History in the Life of the Pupil.

1. Geography—Leader, James F. Chamberlain, Los Angeles, Cal.
  - a) Casual Notion in Class Work—James F. Chamberlain, Los Angeles Normal School, Los Angeles, Cal.
  - b) Illustrative Excursions for "Field Sight."
  - c) Emphasis of Commercial and Industrial Geography—Leader of Discussion, S. L. Heeter, Superintendent of Schools, St. Paul, Minn.
2. History in the Life of the Pupil (Speaker to be supplied).

## DEPARTMENT OF SECONDARY EDUCATION

President, Eugene W. Lyttle, Albany, N. Y.

First Vice-President, Wilson Farrand, Newark, N. J.

Second Vice-President, Edwin Twitmyer, Bellingham, Wash.

Secretary, Philo M. Buck, St. Louis, Mo.

## TUESDAY MORNING, JULY 9

Joint Session with Departments of Higher Education and Normal Schools  
(For Programme see Department of Higher Education)

## WEDNESDAY MORNING, JULY 10

## Round-Table Conferences

- a. **The Preparation of the High School Teacher.** Leader, Reuben Post Halleck, Principal of Boys' High School, Louisville, Ky.  
 Discussion by H. M. Barrett, Principal of High School, Pueblo, Colo.; Frederick E. Bolton, Professor of Education, State University of Iowa; Stratton D. Brooks, Superintendent of Schools, Boston; J. Stanley Brown, Superintendent of Township High School, Joliet, Ill.; Edward F. Buchner, Professor of Philosophy and Education, University of Alabama; John W. Cook, President of Northern Illinois State Normal School, DeKalb, Ill.; E. P. Bubberley, Associate Professor of Education, Leland Stanford Jr. University; Charles DeGarmo, Professor of Science and Art of Education, Cornell University; Edwin G. Dexter, Professor of Education, University of Illinois; Paul H. Hanus, Professor of Education, Harvard University; E. O. Holland, Associate Professor of Education and High School Inspector, University of Indiana; C. H. Judd, Assistant Professor of Psychology, Yale University; John R. Kirk, President of State Normal School, Kirksville, Mo.; George W. A. Luckey, Professor of Education, University of Nebraska; George H. Martin, Secretary of Massachusetts Board of Education; M. V. O'Shea, Professor of Science and Art of Education, University of Wisconsin.
- b. **Mathematics.** Leader, Charles Ammerman, Head of Department of Mathematics, The William McKinley High School, St. Louis, Mo.
  1. **Graphic Algebra**—E. H. Barker, Principal of High School, Nevada City, Cal.
  2. **Problems for Mechanical Expertness in Elementary Algebra**—C. M. Ritter, Former President State Normal School, Chico, Cal.
  3. **Original Demonstrations in Geometry.**
    - a) **Purpose, Nature and Method of Presentation.** Fletcher Durrell, Teacher of Mathematics, John C. Green School, Lawrenceville, N. J.
    - b) **Time of Introductions and Limitations**—George Alvin Snook, Teacher of Mathematics, Central High School, Philadelphia, Pa.
- c. **History.** Leader, C. E. Locke, Teacher of History in the Polytechnic High School, Los Angeles, Cal.
  1. **The Notebook in History Classes: Its Value and Its Limitations**—Miss Ada I. Atkinson, Head of the History Department, High School, Omaha, Neb.  
 Discussion led by Jas. E. McKnown, Principal of the Seattle High School, Seattle, Wash.; G. A. Thompson, Principal of the Alameda High School, Alameda, Cal.
  2. **Place of Modern History in the High School Curriculum**—E. I. Miller, Teacher of History, State Normal School, Chico, Cal.  
 Discussion led by R. D. Hunt, Principal of High School, San José, Cal.
- d. **Science.** Leader, Lewis B. Avery, Superintendent of Schools, Redlands, Cal.
  1. **The Value and Limitations of Quantitative Experiments in Physics and Chemistry**—George C. Buch, Principal of Schools, South Pasadena, Cal.; W. F. Kunzo, Principal Cleveland High School, Cleveland, Ohio.
  2. **The Use of the Microscope in Biology Classes:**
    - a) **The Purpose of Work with the Microscope**—Wm. M. Kern, President of the State Manual Training School, Ellendale, N. D.



- b) The Kinds of Microscope Work Valuable for High School Students—H. F. Wegener, Principal High School, Tacoma, Wash.
  - c) Training Students to Use the Microscope—J. B. Lillard, Teacher of Biology, The Wm. McKinley High School, St. Louis, Mo.
- Discussion led by Carl J. Ulrich, Central High School, Duluth, Minn.  
Results of Improved Methods of Physic Teaching—(to be supplied).

## THURSDAY AFTERNOON, JULY 11

Topic: The Relation of the High Schools to Industrial Life.

- a) The Function and the Value of the Commercial Course—J. H. Francis, Principal of the Polytechnic High School, Los Angeles, Cal.
- b) The Function and the Value of the Manual Training Course—J. Stanley Brown, Superintendent of Township High School, Joliet, Ill.
- c) The Function and the Value of the Agricultural Course—A. B. Graham, Professor in Ohio State University, Columbus, Ohio.
- d) Report of Committee on Six Year Courses of Study—Gilbert B. Morrison, Principal of The Wm. McKinley High School, St. Louis, Mo.

## DEPARTMENT OF HIGHER EDUCATION

President, William Lowe Bryan, Bloomington, Ind.

Vice-President, George A. Gates, Claremont, Cal.

Secretary, Oscar J. Craig, Missoula, Mont.

## TUESDAY MORNING, JULY 9

Joint Session with Departments of Normal Schools and Secondary Education

Topic: The Preparation of High School Teachers.

- a) From the Standpoint of the Normal School—Lewis H. Jones, President State Normal College, Ypsilanti, Mich.
- b) From the Standpoint of the High School—Report of the Committee on the Preparation of High School Teachers—Reuben Post Halleck, Principal Boys' High School, Louisville, Ky.
- c) From the Standpoint of the University—Alexis Frederick Lange, Dean of of the Faculty of the College of Letters, University of California, Berkeley, Cal.

## WEDNESDAY MORNING, JULY 10

The Care of Freshmen—William O. Thompson, President Ohio State University, Columbus, Ohio.

Discussion led by Fletcher Bascom Dresslar, Associate Professor of the Science and Art of Teaching, University of California, Berkeley, Cal.

Religious Education in the State Universities—Professor Wallace N. Stearns, Wesley College, Grand Forks, N. D.

## DEPARTMENT OF MANUAL TRAINING

President, Frank M. Leavitt, Boston, Mass.

Vice-President, R. Charles Bates, Port Deposit, Md.

Secretary, Oscar L. McMurry, Chicago, Ill.

## TUESDAY AFTERNOON, JULY 9

Joint Session with Department of Art Education

Topic: The Development of an Adequate Course of Study in Manual Training for Elementary Grades

- a) From the Point of View of the Teacher of Manual Arts—George W. Eggers, Head of Department of Art, Chicago Normal School, Chicago, Ill.

- b) From the Point of View of Child Study—Fletcher B. Dresslar, Associate Professor Department of Education, University of California, Berkeley, Cal.  
 c) From the Point of View of the School Superintendent—(Speaker to be announced).

Discussion led by Thomas A. Mott, Superintendent of Schools Richmond, Ind.

#### THURSDAY MORNING, JULY 11

Topic: The Relation of Industrial Education to Public Instruction.

- a) Manual Training Versus Industrial Training in the High School—B. W. Johnson, Director of Manual Training, Public Schools, Seattle, Wash.  
 b) Can the School Life of Pupils be Prolonged by an Adequate Provision for Industrial Training in the Upper Grammar Grades?—Jesse D. Burks, Principal of Teachers Training School, Albany, N. Y.  
 c) Industrial Training as Viewed by a Manufacturer—Magnus W. Alexander, Engineer in Charge of Drawing, Office General Electric Company, Lynn, Mass., Vice-President National Society for the Promotion of Industrial Education.

Discussion.

#### FRIDAY MORNING, JULY 12

Joint Session with Department of Indian Education

1. Rational Art and Manual Training in Rural Schools—Elbert H. Eastmond,

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Instructor of Fine and Industrial Arts, Brigham Young University, Provo, Utah.

2. Manual Training in the Indian Schools—M. Friedman, Assistant Superintendent Haskell Indian Institute, Lawrence, Kan.
3. (To be announced)

#### DEPARTMENT OF ART EDUCATION

President, Eugene C. Colby, Albany, N. Y.

Vice-President, Miss May Earhart, Los Angeles, Cal.

Secretary, Miss Helen E. Lucas, Rochester, N. Y.

TUESDAY AFTERNOON, JULY 9

Joint Session with the Department of Manual Training  
(For Programme see Department of Manual Training)

WEDNESDAY MORNING, JULY 10

1. Address of Welcome—Joseph Scott, President of the Board of Education, Los Angeles, Cal.
2. Address by the President—Eugene C. Colby, Supervisor of Drawing and Manual Training, State of New York, Albany, N. Y.
3. The Relation of Art Education to Everyday Life—
  - a) From the Culture Side—Randall J. Condon, Superintendent of Schools, Helena, Mont.

## FOUR NEW SCIENCE TEXTS

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- b) From the Utilitarian Side—Arthur H. Chamberlain, Dean and Professor of Education, Throop Polytechnic Institute, Pasadena, Cal.  
Discussion.

## FRIDAY MORNING, JULY 12

1. University Entrance Credits in Drawing—A. B. Clark, Stanford University, Cal.
2. Visualization or Snap Shot Drawing, Langdon S. Thompson, Supervisor of Drawing, Jersey City, N. J.
3. Object Drawing—Miss Edna B. Lowd, Teacher of Drawing, Los Angeles, Cal.  
Discussion led by Mrs. H. T. Jenkins, Director of Drawing, Pomona College, Claremont, Cal.

## DEPARTMENT OF BUSINESS EDUCATION

President, H. M. Rowe, Baltimore, Md.  
First Vice-President, James T. Young, Philadelphia, Pa.  
Second Vice-President, W. H. Wagner, Los Angeles, Cal.  
Secretary, Horace G. Healey, New York, N. Y.

## TUESDAY MORNING, JULY 9

1. President's Address—H. M. Rowe, Baltimore, Md.
2. Topic: Preparation and Improvement of Commercial Teachers.
  - a) Present Standards of Commercial Instruction with Present Requirements for Commercial Teachers—James J. Sheppard, Principal of High School of Commerce, New York City.  
Discussion led by James Ferguson, Department of Commerce, Mission High School, San Francisco, Cal.
  - b) Available Means and Additional Means Required for the Preparation of Commercial Teachers—H. B. Brown, President of Valparaiso University, Valparaiso, Ind.  
Discussion led by E. K. Isaacs, Woodbury Business College, Los Angeles, Cal.
  - c) Ways for Improving Commercial Teachers Now at Work.—F. C. Weber, Polytechnic High School, Los Angeles, Cal.  
Discussion.

## WEDNESDAY MORNING, JULY 10

- Topic: Study of Methods as Applied in Teaching the Commercial Branches.
- a) Necessary Adaptation of General Pedagogic Practice in Teaching the Commercial Branches in High Schools and in Private Schools—D. W. Springer, Director of Commercial Department, High School, Ann Arbor, Mich.  
Discussion.
  - b) Co-ordination of Individual and Class Instruction in Commercial Branches—F. F. Showers, Stevens Point Business College, Stevens Point, Wis.  
Discussion led by Thomas H. H. Knight, Girls High School, Boston, Mass.
  - c) Rational Development of the Practical Features of the General and Special Commercial Branches to Meet the Requirements of Present Commercial and Industrial Conditions—J. M. Green, Principal of State Normal School, Trenton, N. J.  
Discussion led by J. H. Francis, Principal of Polytechnic High School, Los Angeles, Cal.

## DEPARTMENT OF CHILD STUDY

President, Edwin G. Dexter, Urbana, Ill.

Vice-President, Henry H. Goddard, West Chester, Pa.

Secretary, Charles W. Waddle, Austin, Tex.

## TUESDAY MORNING, JULY 9

1. A Study. The Delinquent and Dependent Child in its Home Environment as a School Problem—J. K. Stableton, Superintendent of Schools, Bloomington, Ill.
2. Child Study in the Education of Women—Miss Jessie B. Allen, State Normal School, Los Angeles, Cal.
3. The Training of the Child's Emotional Life—Henry Suzzallo, Assistant Professor of Education, Leland Stanford Junior University, Stanford University, Cal.
4. The Relation of Child Study to the Moral Training of the Child—C. C. Van Liew, President of State Normal School, Chico, Cal.

## THURSDAY AFTERNOON, JULY 11

Topic: The Contributions of Twenty-Five Years of Organized Child Study in America to Educational Theory and Practice.

- a) As applied to the Kindergarten and the Elementary Grades—Ella Flagg Young, Principal of the Chicago Normal School, Chicago, Ill.

Discussion led by Manfred J. Holmes, Professor of Psychology, State Normal University, Normal, Ill.

- b) As applied to the Grammar Grades—Professor F. B. Dresslar, University of California, Berkeley, Cal.

Discussion led by Margaret E. Shallenberger, State Normal School, San José, Cal.

- c) As applied to the High School—A. H. Yoder, Superintendent of Schools, Tacoma, Wash.

Discussion led by E. O. Sisson, Professor in the University of Washington, Seattle, Wash.

- d) The Child-Study Movement in Los Angeles—Geo. L. Leslie, Director of Science Department, City Schools, Los Angeles, Cal.